

Program for the course: **Emerging knowledge and literacy practices in the digital age, 5 ECTS**

Schedule for the Gothenburg meeting 22-23 October, Lectures, discussions and group presentations.

Location: to be announced

October 22

Time	Topic	Responsible
12.15-13.00	Lunch and introduction.	Course leaders
13.00-13.45	Lecture	Gbg team
13.45-14.30	Lecture	Gbg team
14.30-14.45	Break	
14.45-16.30	Group work/discussions	Readings assignment see below
19.00	Dinner for all	

October 23

9.00-10.30	Guest lecture	present/on-line
10.45-11.45	Presentation of article	group presentation
11.45-12.15	Presentation of article	group presentation
12.15-13.00	Lunch	
13.00-13.30	Presentation article	group presentation
13.30-13.45	Break	
13.45-14.15	Presentation of article	group presentation
14.15-14.30	Break	
14.30-15.15	Lecture	UiO team
15.15-16.00	Discussion and tasks for the Oslo meeting.	Course leaders

Reading assignment:

Step 1. You are expected to read the mentioned articles before the October 22nd

1. Main points of the article/chapter (theory/methods/review/empirical claims)
2. Theoretical framing/perspective on Learning, knowing and literacy
3. Examples used by the author to make his/her point (positioning of the contribution)
4. Your analytical comments and issues to raise

Step 2. On the course platform you are arranged into groups to prepare your group presentations.

Step 3. In the afternoon October 22nd you will work in groups and prepare presentations for October 23.

Articles

Crook, C., 2012. The 'digital native' in context: tensions associated with importing Web 2.0 practices into the school setting. *Oxford Review of Education* 38(1), 63-80.

Eney, N. & Stevens, R. (2015). Analyzing Collaboration, In K. Sawyer (Ed.). *The Cambridge Handbook of the Learning Sciences: Second Edition*. (pp. 191-212). Cambridge: Cambridge University Press.

Prior, P. (2010). Remaking IO: Semiotic Remediation in the design process. In P. Prior & J. Hengst (Eds.), *Exploring Semiotic Remediation as Discourse Practice*, (pp. 206-234). Palgrave Macmillan, UK. Download at: <https://www.palgrave.com/br/book/9780230221017>

White, T., & Pea, R. (2011). The emergence of abstract representations in dyad problem solving. *The Journal of the Learning Sciences*, 20(3), 489-547.